


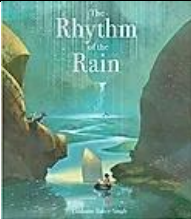
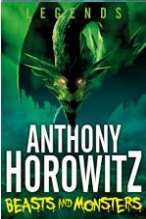
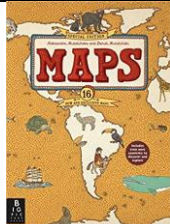

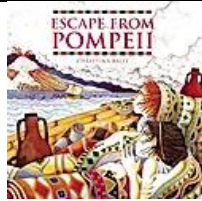


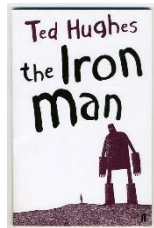
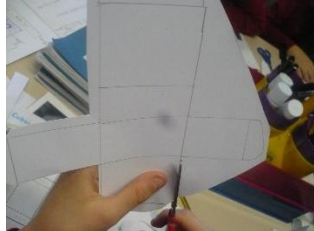

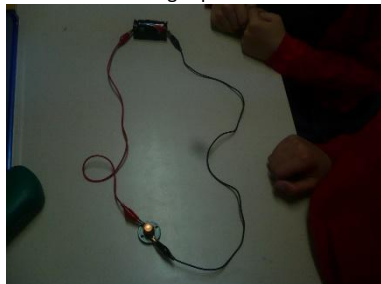

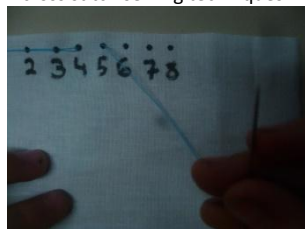



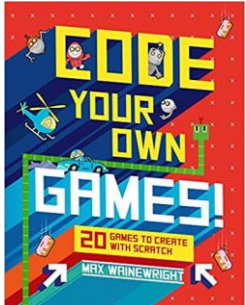
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	 <p>Ancient Greeks</p>		 <p>Europe</p>		 <p>National Parks: Yorkshire</p>	
Curriculum Link	History		Geography	Geography / History	Geography	History
Breadth	Ancient Greeks		Human geography of Europe	Physical geography of Europe	Human and physical geography of Yorkshire	Anglo-Saxons and Vikings
Core Text (s)	 		 		 	
	<p>The Rhythm of the Rain - Grahame Baker-Smith</p> <p>Legends: Beasts and Monsters - Anthony Horowitz</p>		<p>Maps (Special Edition) - Aleksandra &amp; Daniel Mizielinska</p> <p>Ant Clancy: Games Detective</p>	<p>Escape from Pompeii - Christina Balit</p>	<p>The Lost Words - Robert McFarlane &amp; Jackie Morris</p>	<p>The Iron Man – Ted Hughes</p>

			- Ruth Morgan		The Time-Travelling Cat and the Viking Terror - Julia Jarman	
<b>English</b>	<p>Letter - Perseus writing to his mother about his adventures</p> <p>Instructions – make a rain gauge</p>	<p>Setting descriptions</p> <p>Mythical adventure stories</p>	<p>Character descriptions - detectives</p> <p>Mystery stories</p> <p>Haiku and cinquain poems</p>	<p>Recount</p> <p>Diary – Pompeii</p>	<p>Time-travelling adventure stories</p> <p>Debate / balanced argument</p>	<p>Poems – rhyme, similes, metaphors and word play</p> <p>Explanations – based on Iron Giant</p>
<b>Maths</b>	<p><b>Number – Place Value</b> Children will learn to recognise the value of the thousands, hundreds, tens and ones. They will find 100 and 1000 more and less than given numbers and solve practical problems.</p> <p><b>Number – Addition and Subtraction</b> Children will practise column addition and subtraction with exchanges. They will find the most efficient way to subtract and learn how to estimate.</p>	<p><b>Measurement – Length and perimeter</b> Year 4 will learn how to find and measure the perimeter of rectilinear shapes in cm and m.</p> <p><b>Number – Multiplication and Division</b> Children will practise counting in multiples of 6, 7, 9, 25 and 100. They will learn to multiply 2 digit numbers by 1 digit numbers using the distributive law.</p>	<p><b>Number – Multiplication and Division</b> Children will continue to practise multiplication facts and learn to multiply one digit numbers by 2 digit numbers using a formal written layout.</p> <p><b>Measurement – Area</b> Children will learn to find the area of rectilinear shapes by counting the squares.</p>	<p><b>Number – Fraction</b> Children will learn about equivalent fractions. They will investigate fraction problems looking at quantities.</p> <p><b>Number – Decimals</b> They will learn to write decimal equivalents of any number of tenths or hundredths. Children will learn to solve fractions and decimals problems to two decimal places.</p>	<p><b>Number – Decimals</b> Year 4 will compare numbers with the same number of decimal places up to two decimal places. They will learn to round decimals and identify the value of tenths and hundredths.</p> <p><b>Measurement – Money</b> Children will learn to estimate, compare and calculate different measures, including money in pounds and pence.</p> <p><b>Measurement – Time</b> Children will learn to read, write and convert time between analogue and digital 12- and 24-hour clocks. They will investigate problems involving time and conversion from hours to minutes; minutes to seconds; years to months; weeks to days.</p>	<p><b>Statistics</b> Year 4 will begin to interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. They will solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p><b>Geometry – Properties of Shapes</b> Children will investigate angles; they will learn to identify and order acute and obtuse angles. They will also learn to classify shapes and identify lines of symmetry in different orientations.</p> <p><b>Geometry – Position and Direction</b> Year 4 will learn to describe positions on a quadrant in coordinates and plot coordinates to create a shape. They will learn to describe the movements of a translation.</p>

<b>Science</b>	<b>States of Matter</b> We will learn about the differences between solids, liquids and gases, classifying objects and identifying their properties. We will recognise that temperature causes a change in states. We will work scientifically and collaboratively to investigate the weight of a gas and to find the ideal temperature to melt chocolate. Finally, we will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages.	<b>Living Things and Their Habitats</b> We will explore a variety of ways to identify, sort, group and classify living things. We will learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications. We will use and create classification keys to group, identify and name living things in different habitats – including our local habitat of Weetwood! We will consider how environments are subject to man-made and natural changes, and that these changes can have a significant impact on living things. Throughout the topic, we will develop our skills when working scientifically by gathering, recording and presenting information in different ways.	<b>Animals Including Humans</b> We will look at the human digestive system; identifying the different parts and their functions. To demonstrate our knowledge, we will construct a working model of the human digestive system which can digest a piece of bread! We will also study teeth; examining the different types of teeth and the different jobs they do, comparing the teeth of different animals (carnivores, omnivores and herbivores) and suggesting reasons for similarities and differences. We will then conduct an investigation into tooth decay and its causes. Finally, we will consider the diets of different animals and construct and interpret a variety of food chains.	<b>Sound</b> We will learn how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. We will learn about how sounds are made and complete a 'sound survey' of our school. We will create a human model of the way particles pass sound vibrations on, and write and star in our own documentary explaining how sound travels. We will explore pitch, and will use our understanding of how high and low sounds are made to create our own set of pan pipes. We will also investigate how sounds change over distance and through different materials by creating and using string telephones. We will work scientifically to investigate the best material for soundproofing to help a band who needs to make their noisy music studio quieter. At the end of this half term we will demonstrate our skills and knowledge about sound by designing and creating musical instruments that will play high, low, loud and quiet sounds.	<b>Electricity</b> We will learn about what electricity is and how it was discovered. We will find out about the role of protons, neutrons and electrons in generating an electric current, and discover how electrons move in a complete and an incomplete circuit. Throughout this topic, we will identify which appliances use electricity in our homes and at school. We will discuss how to keep ourselves safe and give advice to others. We will construct circuits and start to create pictorial circuits. We will experiment with different materials to identify electrical conductors and insulators. Towards the end of this topic, we will apply our knowledge of how circuits work and use our skills of working scientifically to conduct an investigation into how easily different types of switches can break and reconnect a circuit.
<b>Extended Writing</b>	A lab report (intro, method, results, conclusion) for an experiment into the weight of a gas.	An alliterative poem about the water cycle.	An informative and persuasive travel brochure about the digestive system.	Instructions on how to build a string telephone and an explanation of how it works.	Non-chronological reports about Electricity which include an explanation of how a circuit works

<b>Investigative Science – Focus question?</b>	Will a coat cause a snowman to melt quicker?	How can humans negatively or positively change the environment? Can we encourage/discourage invertebrates to visit an area?	How do we digest and get energy from the food we eat?	Which drinks damage tooth enamel the most?	How can we soundproof a room?	How does a switch turn off a light or buzzer in a circuit?
<b>DT</b>	<p style="text-align: center;"><b><u>Structures</u></b></p> <p>Children will learn how to make a 3D shape from a 2D net. They will investigate different packaging and then go on to design make and evaluate their own.</p>  <p><i>(Viking long boats)</i></p>	<p style="text-align: center;"><b><u>Food</u></b></p> <p>Children will continue to learn about the different food groups, including the foods we need to eat to have a healthy balanced diet. They will design, make and evaluate a meal building on the cooking skills they have already learnt. <i>(European national dishes)</i></p> 	<p style="text-align: center;"><b><u>Electrical systems</u></b></p> <p>Children will make an electrical circuit incorporating a light bulb. They will they go on to design, make and evaluate their own light product.</p> 			
<b>Art</b>	<p style="text-align: center;"><b><u>Collage</u></b></p> <p>Children will learn about, and look at collage artwork. They will explore different collage techniques such as mosaic, tessellation and montage.</p> 	<p style="text-align: center;"><b><u>Textiles</u></b></p> <p>Children will shape and stitch materials using back and cross stitch sewing techniques.</p> 	<p style="text-align: center;"><b><u>Sculpture</u></b></p> <p>Children will use clay to create and combine shapes. They will learn how to add detail and texture using clay tools.</p>  <p><i>(Ancient Greek vases)</i></p>			

History	We will undertake an in-depth study of Ancient Greece and investigate the achievements of the time. We will learn about the life of famous Ancient Greek philosophers, writers, mathematicians, scientists and leaders. We will read Ancient Greek myths and legends and learn about their gods and goddesses.			We will compare and contrast life in different European countries at different times in history. We will learn about historically significant geographic events in Europe, such as volcanic eruptions, earthquakes and extreme weather.		We will learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. We will consider how Yorkshire was shaped by Anglo-Saxons and Vikings, investigating evidence of their invasions and settlements in Britain. We will identify place names and the location of towns and cities which date from this time.
	We will consider the influence Ancient Greek legacies have had on later periods in history. We will compare life in Ancient Greece with life in Britain at the same time and in the modern day.					
Geography			We will investigate places in Europe; examining and comparing the physical and human features of different European countries. We will also develop our skills of communicating geographically by examining a range of maps and understanding how to use and interpret the eight points on a compass, four figure grid references, and map symbols. We will go on a virtual tour of several countries, deciding how best to travel to these locations and investigating landmarks, extreme landscapes (such as volcanoes and hot springs) and cultural traditions.		We will investigate places in the UK; naming and locating counties and identifying cities in Yorkshire.  We will identify human and physical features of Yorkshire and consider population density and land-use patterns. We will consider how Yorkshire has been shaped by nature and by humans over time.  We will compare the city of Leeds to the rural village of Hutton-le-Hole in North Yorkshire and the coastal town of Whitby.	
Extended writing	Newspaper report about Greek achievements.	Biography of Alexander the Great	Guide book – European capital cities	Non-chron reports – European volcanoes	Adverts – visit Yorkshire	Kennings poems (Nordic/Anglo-Saxon poetry)

<b>French</b>	<u><b>All around town.</b></u> Children will name some of the major cities of France, identify and say typical amenities to be found in French towns. They will learn how to say and order multiples of ten and ask and give a simple address in French. They will also learn how to locate the correct part of a bilingual dictionary to translate from French-English or vice versa	<u><b>On the Move</b></u> Year 4 will learn the names of types of transport and how to use Je... and Tu... correctly in a simple sentence. They'll investigate how to respond to simple instructions for direction and movement and follow simple directions to find a place on a map.	<u><b>Going Shopping</b></u> They will learn specific vocabulary relating to shopping and practise answering questions using the vocabulary. Children will have the chance to take part in roleplay of shopper/shopkeeper speaking French. They will learn how to greet and respond.	<u><b>Where in the World?</b></u> Children will listen and respond to topic vocabulary; and practice answering questions orally using the topic vocabulary. They will write an answer in a sentence using the topic vocabulary and have a go at using an English/French dictionary to translate from English to French.	<u><b>What time is it?</b></u> Children will learn how to write a sentence to tell the time in French (O'clock). They will practise counting in 5s (in french) to 30 and learn to understand and use the terms apres and avant. They will practise using the vocabulary by answering questions about a TV guide.	<u><b>Holidays and Hobbies</b></u> Children will listen and learn to respond to vocabulary surrounding hobbies and holidays. Using this, they will practise answering questions orally and writing an answer in a sentence. They will present ideas and information orally to a range of audiences.
<b>Computing</b>	The children will learn how to set up a username on Chromebook. They will use google docs to create documents, save and retrieve documents. They will create a non-chronological report about the water cycle.	The children will develop an educational computer game using selection and repetition. They will understand and use variables. And they will start to debug computer programs. They will recognise the importance of user interface design, including consideration of input and output.  Code Your Own Games - Max Wainwright 	The children will design and make an on-screen prototype of a computer-controlled toy. They will understand different forms of input and output (such as sensors, switches, motors, lights and speakers). And they will design, write and debug the control and monitoring program for their toy.	The children will use one or more programs to edit music. They will create and develop a musical composition, refining their ideas through reflection and discussion and they will develop collaboration skills. They will also develop an awareness of how their composition can enhance work in other media.	The children will understand some technical aspects of how the internet makes the web possible. They will use HTML tags for elementary mark up and use hyperlinks to connect ideas and sources. They will code up a simple web page with useful content and understand some of the risks in using the web.	The children will understand the conventions for collaborative online work, particularly in wikis. They will be aware of their responsibilities when editing other people's work and become familiar with Wikipedia, including potential problems associated with its use. They will practise research skills, write for a target audience using a wiki tool and develop collaboration skills.

<b>E-Safety</b>	<p><b><u>Cyberbullying</u></b> They will learn to identify how a message can hurt someone's feelings. and say how they should respond to a hurtful message online.</p>	<p><b><u>Super searchers</u></b> Children will learn to use a search engine accurately.</p>	<p><b><u>Copycats!</u></b> Children will learn about the term 'plagiarism' and discuss how to avoid it.</p>	<p><b><u>Too Much information?</u></b> Year 4 will learn how to create a safe online profile.  (Link to Ant Clancy mystery story)</p>	<p><b><u>The Online Community</u></b> Children will learn how to be a responsible digital citizen.</p>	<p><b><u>Cyber Superheroes</u></b> They will have the opportunity to create an online safety superhero character.</p>
<b>Music</b>	<p><b>Throughout Year 3 and 4 children will:</b> Evaluate music using musical terms such as duration, timbre, pitch, beat and tempo to describe music. Identify areas of likes and dislikes and discuss effects on mood and feelings.  Children will listen to and appraise songs about water. They will link the water cycle to symbols and recognise symbols such as a crochet, rest, quaver and minim.</p>	<p>Understand the history of music. Sing from memory, pronouncing words clearly, using accurate pitch and tune.  Year 4 will learn and perform songs from memory for the Christmas show. They will have the chance to sing solos and perform to an audience.</p>	<p>Learn to maintain a simple part within a group and show control of voice or instrument. Play notes on an instrument with care and control.  Children will learn the Ukulele, playing notes on the instrument with care and control. This will be with Made with Music.</p>	<p>Compose a range of sounds to create effect using voice or instrument. Create accompaniments for tunes using a variety of instruments.  Year 4 will use digital technologies to compose pieces of Music to mimic European folk Music. They will recognise the instruments used in European Folk music and identify areas of likes and dislikes. They'll link this to the history of music.</p>	<p>Use digital technologies to compose pieces of music (Computing). use symbols to represent when to play and begin to recognise notes on a musical stave and recognise symbols such as a minim, crochet, rest and semibreve.</p>	<p><b>Children also do Made with Music throughout the Year.</b></p>
<b>PE and Sport</b>	<p><b><u>Cross Country</u></b> Children begin to develop running skills over longer distances leading to a class race.  Children begin to understand pace and stamina.  Children can describe the effects of exercise on the body showing an understanding of respiration, fatigue and recovery.  <b><u>Throwing and catching</u></b></p>	<p><b><u>Gymnastics – linking actions – bridging, sliding and jumping</u></b> Children explore ways of moving around large apparatus including the apparatus frame, benches, boxes, mats, tables and planks.  Children develop longer and more varied movement sequences demonstrating good presentation including in the transitions.  <b><u>Gymnastics skills</u></b></p>	<p><b><u>Cricket</u></b> Input from Chance to Shine. Children to develop batting, bowling and fielding skills and play small sided games of cricket.</p>	<p><b><u>Multiskills</u></b> Children develop team game skills using small equipment.  <b><u>Cultural dance</u></b> – African dance Children compare, develop and adopt movement motifs from African dance to create their own ideas.  Children can respond imaginatively and demonstrate a range of actions and dynamics with control and fluency.</p>	<p><b><u>Athletics skills</u></b> Children develop sprinting and jumping skills (including standing long jump) and begin to throw at distance from standing using a large ball or quoit.  Children can demonstrate activities for specific areas of warm up - stretching, mobility, raising heart rate etc.  <b><u>Skippping</u></b> teams and routines</p>	<p><b><u>Hockey skills</u></b> Children develop hockey skills and play small sided simple games of hockey.  Children can dribble effectively in and out of obstacle courses.  <b><u>Tennis skills</u></b> Children develop bat and ball skills using a tennis racket.  Children play simple net games</p>



	Children develop throwing and catching skills with rounders and tennis balls	Children work towards performing a range of rolls.  Children refine own performance in response to comments from others and own analysis.			Children develop skipping steps and create routines to music in a group.  Children can describe how to modify and improve performance.	
RE	<b><u>How do the Five Pillars guide Muslims?</u></b> Year 4 will learn about Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad (peace and blessings be upon him). It expands and develops learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims. Pupils will learn about some key teachings and consider how these reflect and affect the values and lives of believers. They will explore Muslim responses to ultimate questions and moral decisions, recognising their varied and different responses to these. They should learn and draw on specific religious language related to Islam.	<b><u>How are important events remembered?</u></b> Children will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism, Chinese New Year, Ancient Civilisations. It will consider how some festivals use light as a representation of hope, joy, remembrance and reflection.	<b><u>What faiths are shared in our community?</u></b> Children will look at different places of worship in the local and wider community and their significance to believers. If visits to different places of worship are not possible, then try to encourage members of faith communities to come into school to discuss what happens in their place of worship and why it is important to them. It is important throughout this unit that teachers draw on how places of worship are used by the community as a whole e.g. playgroups, youth organisations, community groups.	<b><u>Why are Gurus at the heart of Sikh belief and practice?</u></b> Year 4 will explore the concept of ‘guru’ in Sikhism as an introduction to Sikh religious belief and practice. They will be able to link the significance of Sikh scripture, the Guru Granth Sahib, to the importance of the lineage of the ten Sikh gurus. They will begin by exploring the concept of ‘guru’ as a religious teacher the investigate Guru Nanak, focussing specifically on his epiphany (experience of God) and subsequent teachings about God and social justice. They look at the idea of Guru lineage (succession), which Guru Nanak instigated at the end of his life. The final section examines the creation, treatment, role and significance of the Guru Granth Sahib.		
RE Extended writing	Comic strip about the life of the Prophet Muhammad	Non-chronological report about festivals and celebrations in different religions	Non-chronological report about local places of worship	Instructions for treatment of Guru Granth Sahib (book)		



<b>PSHE</b>	<p><b><u>Identity, society and equality - Democracy</u></b></p> <p>Children will explore identity, society and equality. They will specifically investigate democracy and link this to democracy within the local community.</p> <p>MindMate Lesson: Feeling good and being me. Year 4 will extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. They will recognise and respond appropriately to a wider range of feelings in others. As a class, they will talk about an event that made them have strong feelings. Then they will listen to someone else talking about a similar event</p>	<p><b><u>Sex and relationship education - Growing up and changing</u></b></p> <p>Children begin the sex and relationship topic. They will discuss growing up and changing.</p> <p>MindMate Lesson: Friends and family Children will recognise what constitutes a positive, healthy relationship. They will learn how to develop the skills to form &amp; maintain positive &amp; healthy relationships Children will discuss attributes that can contribute to a healthy relationship and identify some of these qualities that they have. They will learn that we don't all like the same things and that it's ok.</p>	<p><b><u>Sex and relationship education - Growing up and changing</u></b></p> <p>Children will continue the sex and relationship topic still focusing on growing up and changing.</p> <p>MindMate Lesson: Life Changes They will discuss factors, including changes, that can affect people's emotional wellbeing &amp; that feeling different emotions is a part of life. They will learn that everyone's mental health &amp; wellbeing can change over time. They will be given the chance to use 'I' messages especially (e.g. I feel X when X happens, I would like to tell X) and be able to listen to others 'I' messages.</p>	<p><b><u>Drug, alcohol and tobacco education - Making choices</u></b></p> <p>They will discuss drug, alcohol and tobacco and link this to making choices good choices.</p> <p>MindMate Lesson: Strong Emotions Year 4 will learn that people can experience conflicting emotions at different times, such as times of loss &amp; change, stress, anxiety and recognise when &amp; how to ask for help. They will learn about basic techniques for resisting pressure to do something dangerous, unhealthy and so on and have the chance to complete the sentence 'I feel stressed/anxious when ...and my body feels...' &amp; the sentence 'When I feel stressed or anxious I can ask for help by ...'.</p>	<p><b><u>Keeping safe and managing risk - Playing safe</u></b></p> <p>This half term, children explore keeping safe and managing risk. They focus on playing safe.</p> <p>MindMate Lesson: Being the Same and being different. Pupils will learn that their actions affect themselves &amp; others and begin to develop self-awareness. They will investigate the connection between discrimination &amp; uncomfortable feelings and be able to use a range of vocabulary to apologise when they have done something wrong/unkind. They will learn to use feedback to improve their self-awareness.</p>	<p><b><u>Physical health and wellbeing. What is important to me?</u></b></p> <p>Children will find out about physical health and wellbeing. They will discuss what is important to them and why.</p> <p>MindMate Lesson: Solving problems (Making it better) Children will recognise that, at times, they may experience conflicting emotions. They will learn more about managing their emotions and have the opportunity to develop a coping strategy that will work for them &amp; explain the steps involved.</p>